

# Habilitation Skills

**As a result of participating in this segment of training, learners will be able to:**

1. Apply the Visual, Auditory, Kinesthetic (VAK) learning styles to themselves
2. Describe the importance of relationship-building skills when creating a successful learning environment
3. Identify conditions to develop a trusting rapport
4. Apply 3 specific teaching techniques in a given instructional situation
5. Apply teaching strategies for people with developmental disabilities
6. Name two teaching strategies
7. Demonstrate three methods of teaching for people with developmental disabilities



*My body makes me disabled; society makes me handicapped.*  
- Anonymous



## ADULTS LEARN BEST WHEN:

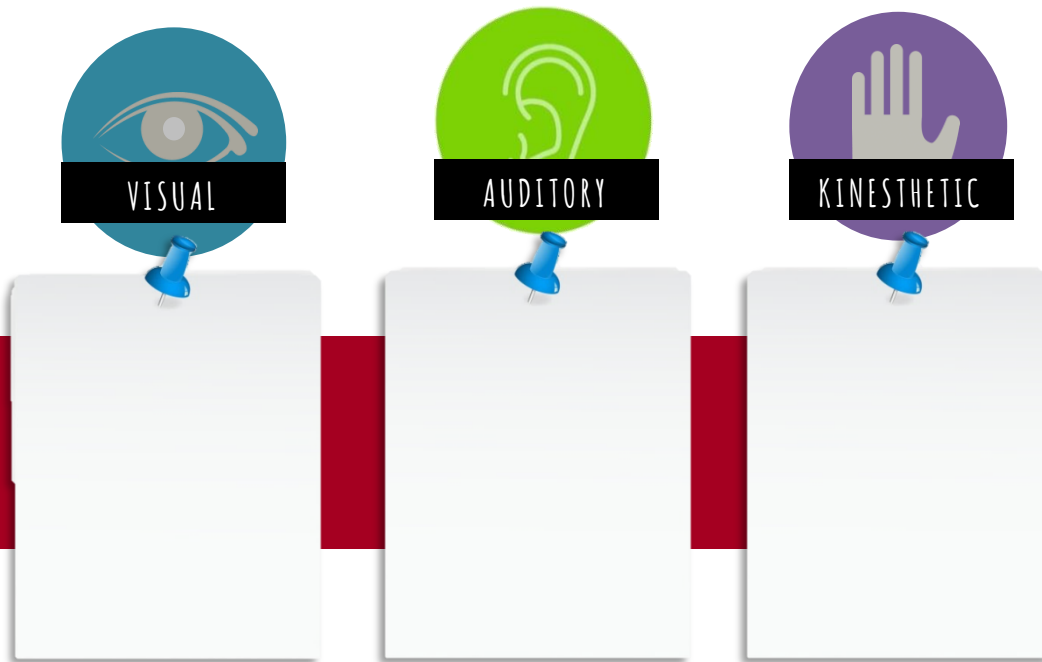
- ...They understand **WHY**
- ...They are **RESPECTED**
- ...They are able to **CONTRIBUTE**
- ...They understand **WHAT'S IN IT FOR THEM**
- ...They can **EXPERIENCE** for themselves

# Learning Styles Test



Read each situation and choose how you would most likely respond. Choose only one response per situation. Afterwards, tally the number of responses from each column.

If I've purchased something that requires assembly....	I rely heavily on the diagram and pictures to help me.	I read the directions or have someone read them to me.	I try to figure it out myself. If that doesn't work, I'll use the directions.
If I'm trying to figure out how to spell a word...	I try to picture it in my mind.	I try to sound it out or recall spelling rules.	I try to either write it down or physically recall typing it.
If I were to try to concentrate on something, I would be most distracted by	A messy workspace or cluttered area.	A noisy work area.	An area with too much commotion.
If I run into someone familiar, what helps me most to remember them is...	Their face. That helps trigger my memory for their name.	Their name. That helps trigger where I met them.	Memories of where we first met or what we did together. That helps me remember who they are.
When in conversation with others...	I find it difficult to listen for a long time.	I feel an urgency to talk.	I used a lot of gestures and communicate with my hands.
Which is most true for you?	If I'm reading, I'll skip the words if there's a picture, chart or diagram.	I'm a pretty good reader. Unless I'm tired, I grasp the concepts the first time I read something through.	If I'm reading something, I prefer to read it out of a book rather than online. If I have to read it online, I prefer to print it out so I can hold it.
If someone is reading a quote, joke or short email to me...	I would rather let me look over their shoulder while they read it.	I understand what they're reading just fine.	I would prefer to read it for myself.
If I'm in a store that has items that are of great interest to me...	I most enjoy the visual stimulation.	I most enjoy talking with someone about what I find.	I most enjoy the experience and I feel compelled to touch everything.
If I'm listening to a sermon or lecture, I would prefer to...	Look at projected visuals	Listen. Period.	Doodle while I listen.
In an all-day workshop, the most difficult part for me is...	Trying to pay attention when my friends want to talk.	Suffering through all the interruptions.	Sitting still for too long. Can we take a break soon?
<b>TALLY</b>			
	VISUAL	AUDITORY	KINESTHETIC

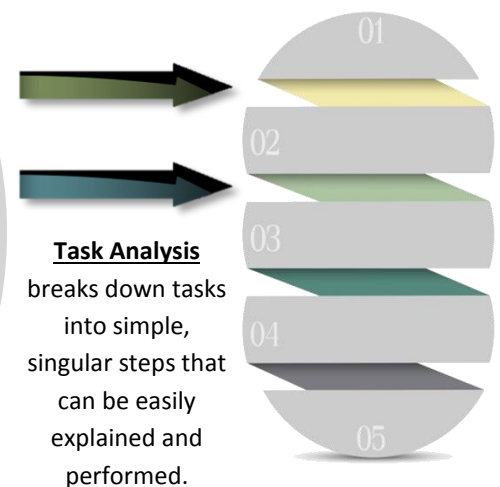


The individual you support is taking his first trip to the ocean. Although he is excited, he also has high levels of anxiety when it comes to going places he's never been to before. What kinds of things can you do to teach him about what his beach experience will be like and what he can look forward to, using his primary learning style if his learning style were:

- ✓ Visual,
- ✓ Auditory, or
- ✓ Kinesthetic

## Systematic Instruction & Task Analysis

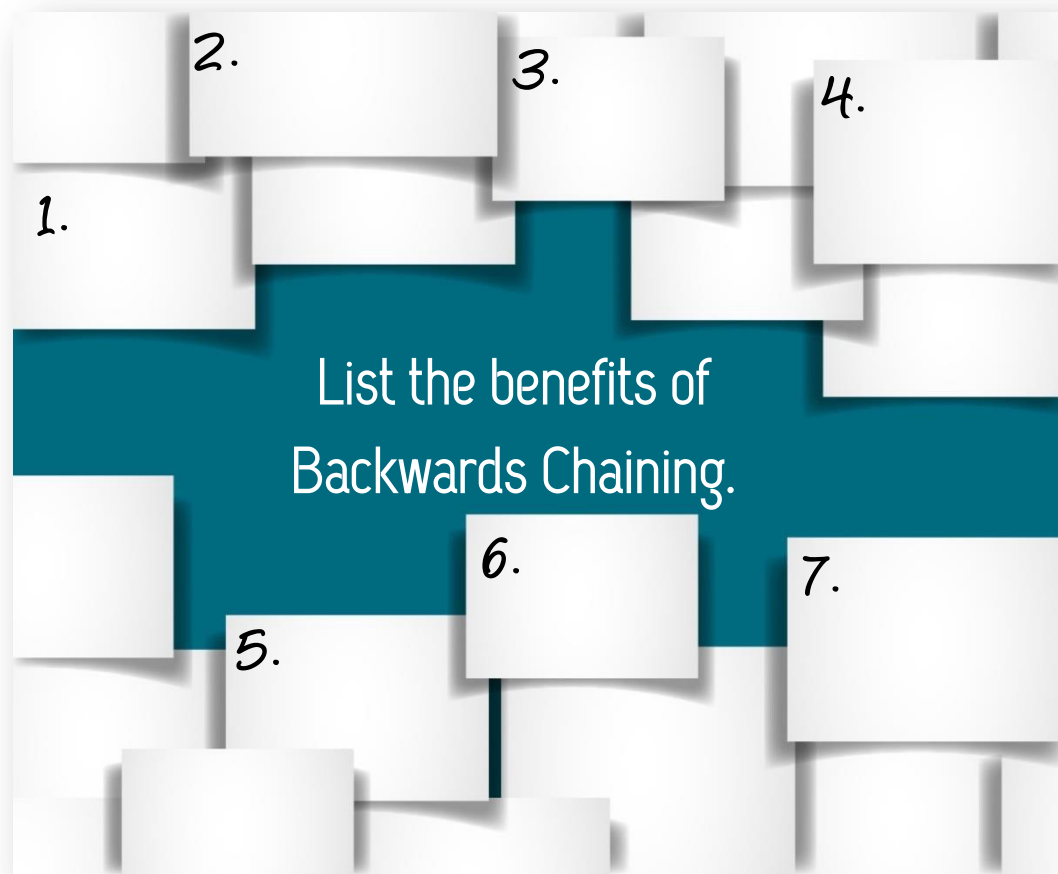
**Systematic instruction** is a systemized plan for teaching a task or skill. It usually involves repetition and consistency in order to be most effective.



## Backwards Chaining



**Backwards Chaining** is an instruction method where all of the behaviors in a single task are completed by the trainer except the last step. The learner is then prompted to complete the last step in the task. Once the learner has demonstrated independence in completion of the last step, the trainer then completes all steps except the last two, prompting the learner to complete the last two steps independently. This sequence proceeds backward through the chain until all the steps in the task have been learned and can be performed independently. The amount of time and repetition required to learn each step varies with each individual.



Hierarchy of Prompting

